![SFU logo] **OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC**

MEMORANDUM

ATTENTION	Senate	**DATE**	April 27, 2023
FROM	Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic	**PAGES**	1/16
RE:	External Review Mid-Cycle Report for the Department of Sociology and Anthropology (SCUP 23-21)		

At its meeting on April 12, 2023, SCUP reviewed the External Review Mid-Cycle Report for the Department of Sociology and Anthropology which resulted from its March 2019 External Review.

The following documents are attached for the information of Senate:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's feedback on the assessment of Educational Goals

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MEMORANDUM

ATTENTION	Wade Parkhouse, Chair, SCUP	**DATE**	March 23, 2023
FROM	Kevin Oldknow, Senior Advisor, Academic Planning	**PAGES**	
RE:	External Review Mid-Cycle Report for the Department of Sociology and Anthropology		

The External Review of the Department of Sociology and Anthropology was undertaken in March 2019. As per the Senate guidelines, the unit is required to submit a mid-cycle report describing its progress in implementing the external review action plan and the assessment of its educational goals. The update on the action plan has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the unit on the assessment of its educational goals. The recommendations from SCUTL will be incorporated into the unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:
- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Wendy Chan, Chair, Department of Sociology and Anthropology
       Laurel Weldon, Dean, Faculty of Arts and Social Sciences

MEMORANDUM

ATTENTION	Dr. Wade Parkhouse, Provost and Vice-President Academic *pro tem*
FROM	Dr. Wendy Chan, Chair, Department of Sociology and Anthropology
RE:	Mid-Cycle Report for the Department of Sociology and Anthropology
DATE	November 1, 2022
CC	Dr. Lara Campbell, Dean p*ro tem*, Faculty of Arts and Social Sciences Bal Basi, Coordinator, Quality Assurance

Dear Wade,

Please find attached the Department of Sociology and Anthropology's External Review Mid-Cycle report and Educational Goals Assessment.

The three years (Sept 2019 – August 2022) since the completion of our External Review has been a challenging time for the department. Some of our plans for curriculum development and assessment as well as department activities were significantly curtailed and/or delayed by the COVID-19 pandemic as we focused on emergency remote teaching and managing labour shortages. Nonetheless, we celebrate progress in hiring exceptional junior faculty to balance our faculty complement, the development of an accelerated BA-MA program, significant involvement in both the CODE>OLO and Blended learning transitions at SFU, and development of new courses in the upper division to offer a capstone cohort experience for Majors and Honours students. We elaborate on these challenges and successes in the attached templates.

Thank you for your attention,

Sincerely,

Wendy

External Review Mid-Cycle Report for the Department of Sociology and Anthropology	
Action	**Progress Made**
1. Programming **1.1 Action to be taken**	
1.1.1 Undergraduate Program	
A) In a period of FASS-wide declines in enrollment and demographic changes in BC, recruitment is a priority. Reviewers note that enrolments in SA have not declined as rapidly as in FASS as a whole, and commend our efforts at recruitment: the work of the faculty undergraduate advisor to strengthen ties with programs at other BC universities and colleges to attract college transfer students into SA; our practice of having continuing faculty members teach core and introductory gateway courses to attract majors; our improvement with degree completion time; and the important service our core and introductory courses provide to FASS as whole, particularly in Sociology, which is the most consistently declared minor in the Faculty for students majoring in CRIM, PSYC or CMNS. We will continue to participate in FASS-related recruitment activities; include annual visits to high schools (Spring 2020) and consider offering a large 200 level team-taught course to provide lower-level students opportunities to learn about our fields (2021).	We have consistently participated in SFU- and FASS-wide recruitment events. High school visits were suspended due to the COVID-19 pandemic as were efforts to mount a large 200-level special topics course. The Undergraduate Curriculum Committee is now planning for a 200-level special topics course and we plan to restart high school visits now that they are permitted.
B) Reviewers praise the "high" quality of our programs, which contribute "a great deal to the overall welfare of the university" through interdisciplinarity, service instruction, and multi-campus and distance education. They appreciate that we have put in place measures to evaluate and revise our programs. These measures have helped us streamline degree requirements, specifically introductory, theory and research methods courses, which are consistently made available to	General program assessment was impacted by pandemic-related strains on faculty and staff as we offered emergency remote teaching, but we are now in the process of revisiting and reviewing our curriculum for any further changes needed.

students to satisfy degree requirements. We intend to continue reviewing and revising our curriculum.	
C) Reviewers also praise us for keeping an <u>enrolment cap in seminars</u> that ensures "close student contact with faculty" and enhance the student experience, which they remark is expressed clearly in the student survey where "the majority of students state that SA classes have more discussion, fewer tests, more reading, critical thinking and writing" than other classes they have taken. We intend to continue to use these small seminars as central pieces to our curriculum, as they allow us to remain true to our pedagogical principles.	We have been under growing pressure to cut or increase the size of our seminar courses to improve economic efficiency across the university. However, we underscore select courses where small class sizes are crucial to uphold pedagogical standards at the core of our programs. These include upper-level writing, research design, advanced theory, and senior capstone courses. To ensure full enrolments in these seminars, we plan to offer less frequently upper level elective courses that do not fill up.
D) Reviewers note the "careful thought being given to <u>curriculum planning</u>," particularly regarding the CODE transition plan, as well as the reconsideration of 200 and 400 levels. They see our long-time involvement with the delivery of on-line CODE courses as a strength, anticipate the "significant implications" the CODE transition will have on our enrolment numbers, and note with approval that we are actively participating in the three-year pilot project towards this transition. Our plan is, first, to transition all CODE courses currently offered which are required for our programs. (Ongoing) Second, we will develop new blended modes of deliveries of our on campus courses, keeping in mind that we are likely to have to change our course scheduling pattern away from a 1x4-hour teaching block. (We await the new VPA scheduling policy.)	There has been significant restructuring of CODE offerings in line with the new C900 (now OLO) and Blended pilots. To cope with losing an average of 20-30% of enrolments annually in formerly CODE courses, now appropriately included in faculty workload to ensure instructor-student engagement, three SA faculty members were involved in the SFU pilot project and pursued substantial professional development in online and blended modalities. We now offer our required intro, methods, our popular W-designated courses, as well as a number of elective courses in an online format, effectively streamlining requirements and offering flexibility particularly for incoming transfer students. We will continue to transition other CODE courses while also developing departmental policies around blended modes of teaching.
E) We agree with the recommendation to develop a <u>stepped curriculum</u> that builds from year to year. To this effect, and in line with our educational goals, we will develop more courses at the 200 and 400 levels to complement existing options at the 100 and 300 levels. Revisions of degree requirements to include at least one 400 level course (Sociology) will be assessed. (Discussion of the Undergraduate Curriculum	We revised our requirements for the Major and Honours programs in Sociology, Anthropology, and Sociology/Anthropology to include two 400-division courses. We now have a range of faculty teaching 400-level courses and we are looking into developing more 200-level courses.

Committee plan for curriculum changes will begin in Fall 2019. Changes could be in place as early as Fall 2020.)	
1.1.2 Graduate Program	
A) Reviewers recommend that we convene a graduate student led committee to "revamp the graduate handbook" to include advice and student mentorship to incoming students. We endorse this proposal and will invite the graduate students to nominate 3 students (2 MA and 1 PhD) to work with the Graduate Chair and the Graduate Program Advisor to revise the handbook and establish a mentoring system. (This will be in place by Summer 2020.)	This was partially implemented prior to the pandemic, and will restart in Spring 2023. We have informally improved our student-to-student mentoring process, however, the graduate program has been online-only until Fall 2022, so graduate students' mentoring needs have been unusually impacted by the uncertainty about the format of the program going forward.
B) To facilitate the recruitment of graduate students, reviewers urge us to clearly identify the unit's areas of research strengths and funded projects, and to promote these on our website and in our communications with potential graduate students. We will identify our research strengths through a self-survey and discussions at departmental meetings and in caucuses starting in Fall 2019. We plan to upload these areas of research on our website by Summer 2020.	With guidance from two faculty members, one representing each of Sociology and Anthropology, we revised our website descriptions and faculty allocations according to research strengths. With new faculty and retirements taking place, we will continue to revisit how we identify our research areas.

C) Reviewers recommend that we address student desires to better understand the pathways to non-academic (alt-ac) careers. <u>At the same time, they correctly observe that the majority of our MA graduates do find meaningful work</u> in the non-profit, research, and government sectors. This calls for 3 related actions to address the uncertainties and anxieties of current students:
    1) More consistently communicate to students how the networking, adaptability, negotiation, writing, analysis, and project design and management skills that they hone with thesis research and writing are the skills that alt-ac employers prize.
    2) Implement a method to maintain contact with our alumni, by collecting stable contact details as part of the
	Instructors teaching graduate courses are including skills more prominently in course-level educational goals and they highlight these in coursework assigned. The graduate seminar, a required course for all new incoming graduate students, also includes discussions about how to transition to non-academic careers. We were not able to implement an alumni database or networking events due to the increased workload and impact of the pandemic. We hope to start up these activities in Spring 2023.

defence scheduling process and maintain regular contact through a semi-annual newsletter. This will enable us to more effectively collect data about alumni employment and career trajectories and, importantly, to encourage mentoring relationships between alumni and current students. 3) Pilot an annual employer-alumni-current student networking event and encourage the establishment of a department specific alumni association. (1, 2 and 3 above will be in place by Summer 2020)	

D) We will not reconsider our position on a course-based MA. However, in line with the University's strategic priorities for <u>interdisciplinarity</u> we will look for ways to grow our current MA program, including partnering with other units, by completing the following actions before Summer 2020:
    1) In collaboration with the Undergraduate Curriculum Committee, and in line with Graduate General Regulations, establish a 5-year BA Hons to MA process. We believe that this would strengthen and enhance the BA Hons while encouraging our top undergraduates to stay at SFU for their MA.
    2) Develop new 400/800 level courses so that there will be a minimum of 3 possible electives for MA students to choose among during the Fall and Spring Terms. (This is in line with the stepped curriculum changes proposed for the Undergraduate Program.)
    3) Investigate the feasibility of requiring students to complete a new course on thesis and professional writing to be taken in the 2nd year, once thesis data collection is completed. The course could be offered twice a year, alternating between thesis writing and other forms of professional writing, such as non-research grant applications, reports, policy briefs, peer-reviewed journal
	We implemented the BA-MA accelerated program as of Fall 2022. We have worked with several potential BA to MA students and have identified specific problems in the process. We added 440/800 topical "capstone" courses for Sociology and Anthropology which have been offered twice each so far. Three of the four offerings have been used to allow new faculty to develop their specific research areas: sensory ethnography (Anthropology) and Indigenous-Settler relations (Sociology). A fourth offering allowed an existing faculty member to innovate in research area (Historical Anthropology). We continue to investigate the desire and need for a course on professional writing for graduate students.

articles, op-eds, etc. Students would be permitted to enroll twice. If feasible, we will pilot this course in Fall 2020.	
2. Research	
2.1 Action to be taken	
A) To be a true leader in advancing the university's strategic plan to value interdisciplinarity in a way that aligns with its goal to Indigenize the curriculum and commit to Equality, Diversity and Inclusivity, we will need more resources. We will need more resources also to implement the programmatic changes in our action plan (i.e. the development of a fully stepped curriculum by adding more 200 and 400 level courses; the offer of course by-outs for service work and editorial work on journals; the development of new and improved online courses; the implementation of a BA (Hons) to MA with more graduate elective courses, and the new proposed graduate writing course). To this effect, we would like to request 4.0 more CFL positions, 3.0 in Sociology and 1.0 in Anthropology.	We have successfully hired an Indigenous scholar in Sociology (1 CFL), a Black scholar (Sociology shared with Labour Studies .5/.5 CFL), and a Latinx scholar (Sociology shared with Labour Studies .25/.75 CFL). In addition, we have started a search for a Black sociologist.
3. Administration	
3.1 Action to be taken	
A) Given that the Sociology and Anthropology Student Union is a significant recruitment asset, reviewers recommend that we provide modest office space to SASU. We currently support SASU by giving them access to our faculty lounge for their meetings. We have also allotted shelf space for their use, and we have a designated faculty liaison who meets and works with them on a regular basis. We expect that with the completion of the new Student Building, SASU will find the office space it deserves.	We are unable to offer more space to SASU than what they currently have access to as the Burnaby campus faces significant space constraints. Since we are losing offices for graduate students and temporary instructors, it is unlikely we would be able to find office space for SASU.
B) Given our interdisciplinarity, large number of programs, and the administrative duties some faculty members have outside the unit, there is "a disproportionate burden on existing	At present, we remain unable to offer new course releases beyond those that have traditionally been part of our administrative duties package.

faculty" to take on administrative responsibilities. We will continue to provide course buy-outs to encourage faculty to take on administrative leadership roles.	
4. Working Environment **4.1 Action to be taken**	
A) We agree with the reviewers about the need "to partition and relocate mailboxes and the photocopy machine from the area of staff interaction with students and faculty" and will proceed to renovate the general office in 2020-2021.	This has not started due to the space constraints at Burnaby campus.
B) Reviewers find our unit collegial and see the colloquium series as having enhanced our intellectual culture. They remarked on our ability to collaborate and work well with other units. They see our long-standing relationship with First Nations Studies as an asset in establishing networks and furthering the Indigenization of the university. We agree and would like to continue developing networks through interdisciplinary teaching endeavours, cross-listing of courses and cross-appointments. (Current departmental networks include History, Labour Studies, Urban Studies, Gerontology, International Studies, First Nations Studies, and Gender, Sexuality, and Women's Studies.)	We continued to host our colloquium series (via zoom) during the pandemic and have restarted the in person colloquium beginning Fall 2022. As the make-up of our faculty changes (new hires and retirements), we will continue to explore the possibilities for collaborative opportunities.

Despite the challenges of remote teaching and learning under Covid-19, the Department of Sociology and Anthropology has made significant progress on their Action Plan.

The Department has revised the requirements for its majors and honours students to provide clearer paths through the course levels and has implemented an accelerated BA-MA program in Fall 2022. They have sought to address the end of CODE (and the loss of about 20% of their enrollments) by becoming a leader in developing Online (OL) and Blended (B) courses and enlarging the size of introductory courses allowing them to maintain their pedagogical commitment to the seminar structure at the upper division. They intend to restart the recruitment activities that were suspended at the start of the Covid-19 pandemic.

At the graduate level, the Department has made headway on developing graduate handbook and plans to improve graduate mentorship now that courses are again in person; they have revised their website to clearly articulate areas of supervisor expertise and have introduced discussion on transferable skills and non-academic career development. The Department has added capstone graduate courses in key areas and continues to explore the possibility of a professional writing course for M.A. students. Further work with alumni and networking will now resume.

In terms of faculty renewal, the Department is committed to helping lead FASS in Indigenizing and diversifying its faculty. It has successfully completed three searches that resulted in hiring an Indigenous, a Black, and a Latinx sociologist, expanding the range of research expertise to include racialized workers in the global economy, transnational labour migration and migrant workers, and Indigenous and fiscal policy and settler colonialism, and is currently conducting a preferential search for a Black sociologist.

Under the leadership of Undergraduate Chair and Educational Goals Coordinator Dr. Amanda Watson, the Department has progressed on an Educational Goal assessment plan. The department has chosen to focus on a plan to assess education goals in three areas of crucial importance: introductory Sociology and Anthropology courses, research methods, and senior capstone seminars. In preparing the assessment plan, the Department has determined that the original curriculum map was too elaborate and will reduce the seven sets of goals to four. Covid-19 interrupted the Department's ability to collect data before this mid-cycle report; most of the data will be collected in Summer and Fall (2023) and Spring (2024), as well as Spring 2025. Summary reports from the EG Coordinator will be presented for discussion and feedback over 3 semesters: Spring 2023, Spring 2024, and Spring 2025, in preparation for the next external review scheduled for Spring 2026.

Dean's Signature

Date

Jan 30 2023

Mid-Cycle Assessment Plan Reporting Template

Unit: Department of Sociology and Anthropology

Contact Person: Wendy Chan, Chair, Department of Sociology and Anthropology

Date: November 1, 2022

This template is designed to help units report on their Educational Goals Assessment for the mid-cycle reporting period. *(Textboxes will expand as you type)*

1) Who were the members of your Educational Goals Assessment team? Please outline who has worked on the assessment.

> Amanda Watson, UCC Chair / Educational Goals Coordinator

2) Did your unit revise or update your Educational Goals and/or your Curriculum Map? Please outline any changes you made.

> No, we have not yet revised the Educational Goals or Curriculum Map, but in the process of prioritizing department assessment goals, we have noticed the **need to streamline our Goals and Map**.
>
> For our last External Review, the Executive (Chair, UCC Chair, GPC Chair) established an elaborate map, with **five** distinct educational goals, broken into subgoals representing program levels, for each of our **seven** interdisciplinary programs.
>
> Going forward, we aim to **distill** our Educational Goals and Curriculum Map from seven sets of goals to four, representing our general programs: Anthropology BA, Sociology BA, Anthropology/Sociology MA, and Anthropology/Sociology PhD.
>
> The rationale for this revision is to facilitate Educational Goal and program assessment, allowing for instructors across programs and disciplines to work on data collection and assessment collaboratively using common language.
>
> We aim to synthesize these goals as part of our department-wide self-study in preparation for our next external review (**Spring 2026**).

3) Did you change any aspects of your Assessment Plan from your Action Plan? Please outline any changes you made.

<u>What we said we would do:</u>

Our Action Plan ambitiously requested direct evidence from instructor reports across all program-level goals from **all of our core courses across all programs**. While we aim to collect direct and indirect data and assess goals across all course offerings over time, this represented an infeasible labour burden on instructors, particularly during the COVID-19 pandemic when program assessment became a low priority for instructors in the pivot to emergency remote teaching. We also realized that since we want to **prioritize direct evidence** at this stage in our assessment of new core courses, we are requesting significant time and effort on the part of the teaching teams without giving them a sense of why this is important.

<u>What we are doing:</u>

We are now focusing our assessment on **three course streams** reflecting the most recent changes in our course offerings and faculty complement: **required introductory courses, core research methods courses,** and **capstone senior seminars/honours theses.**

Because this plan still involves soliciting labour from a number of core faculty, some of whom teach in more than one stream, we have amended our request to instructors, asking that instructors focus on the **one educational goal** most relevant to their streams. Instructors teaching **required introductory courses** will collect data on goal "**1. Cultivate Sociological/Anthropological Imagination."** Instructors teaching **capstone senior seminars/honours theses** will collect direct data on goal **"2. Effective analytical abilities and practices."** Instructors teaching courses in our core methods program will collect data on goal **"3. Effective social science research skills and practices."**

<u>Rationale:</u>

To mitigate the labour involved in collecting direct evidence in the form of capstone projects and significant assignments and to receive support for the plan from instructors, we prioritized particular goals and courses that are most relevant to our current programming questions and challenges. This strategy was also informed by our EGC Amanda Watson's experience serving on the mid-cycle review educational goals sub-committee, where she gained an understanding of how to prioritize assessment that meets the most urgent needs and questions of a unit at a particular time.

For example, we are preparing to introduce new 200-level elective courses to meet student demand, but we notice anecdotally that students arrive in 200-level courses with different familiarity with fundamental concepts in the disciplines and a range of perceptions of the disciplines. At the more senior undergraduate level, where theorizing, writing, and designing independent research projects are the major requirements of students in the programs, we notice anecdotally that students have uneven writing and research abilities and confidence and we seek baseline data on how students are leaving our programs with respect to these skills and perceptions.

4) Please use the table below to outline the assessment you have done to date. Add or delete any rows as needed.

We have been limited in our ability to undertake an assessment during the first several years since the external review due to the COVID-19 pandemic. Our focus during this period has primarily been used to provide support for instructors to develop **course-level educational goals** and orient our new instructors to the department-level goals and curriculum map. To this end, we hosted an educational goals workshop in the department in December 2021 and expect to have **educational goals for all current courses** collected by January 2023.

5) Please use the table below to update your assessment plan for the coming period before your next External Review. Add or delete any rows as needed.

Educational Goal 1: Sociological/Anthropological Imagination: Students develop a deep and discerning appreciation of the relationship between personal experience and the larger society in time and space.			

Description of Assessment Method(s):
 	
1. Teaching Team (Instructors and TA Team) will evaluate a sample (30 or 20%) of **significant assignments** (final paper, take-home exam, or reflective response).
 	
    SA 101 (C100) Kathleen Millar
    SA 101 (C100) Michael Hathaway
    SA 101 (C100) Cristina Moretti
 	
    SA 150 (C100) Kyle Willmott
    SA 150 (OLO) Maureen Kihika
 	
2. Anthropology teaching teams will meet to discuss findings and collaboratively produce a brief summary report with the EGC and Undergraduate Program Manager.
 	
3. Sociology teaching teams will meet to discuss findings and collaboratively produce a brief summary report with the EGC and Undergraduate Program Manager.
	What would indicate that students had met the EG?
	
	• Significant assignments demonstrate:
	    o Awareness of how personal experience is situated in larger society, time, and space, through the use of fundamental concepts in anthropology (A)
	    o Recognition of relationship between individuals and society and ability to distinguish individualistic approaches to social issues through the use of fundamental concepts in sociology (S)
		Is this direct or indirect?
		
		Direct
			When do you plan to collect the data?
			
			Summer 2023 / Fall 2023 / Spring 2024

4. Short anonymous exit survey asking: • Sense of confidence in ability to describe issues facing individuals in context of larger society using fundamental concepts in the disciplines	• Surveys demonstrate: ○ Students report confidence (average score of 4 or 5 on a 1-5 scale) discerning the relationship between personal experiences and the larger world, and/or beginning to understand the relationship between individual issues and societal issues.	Indirect	

Educational Goal 2 :

Effective analytical abilities and practices: Students engage with and critique complex evidence with the use of theoretical perspectives.

Description of Assessment Method(s):	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**

1. Instructors will evaluate **culminating projects** from advanced research and theory seminars in Fall 2022 and Spring 2023. Sample size will vary between 20-100% depending on class size (ranging from 1-30).
 	
SA 442 Applying the Sociological Imagination: Indigenous Settler Relations (Kyle Willmott) (Fall 2022)
SA 443 Ethnographic Sensibility in Action (Jie Yang) (Spring 2023)
SA 451 Issues in Anthropological Theory (Jie Yang) (Fall 2022)
SA 495 Project Mapping Seminar (Amanda Watson) (Fall 2022)
SA 499 (Honours Essay, Supervisors TBD) (Spring 2023)
 	
2. Instructors teaching the above courses will: complete an assessment template distilling main observations, meet to share findings, and collaboratively produce a brief summary report of findings facilitated by the EGC and the Undergraduate Program Manager.
	• Culminating projects (capstone projects, senior theses, final presentations or performances where relevant) demonstrate:
	    ○ Sophisticated use of relevant sociological or anthropological theories (or ethnographic materials where relevant) to analyze social issues
	    ○ Knowledge and ability to appropriately situate concepts mobilized in their historical and cultural contexts
	    ○ Strong ability to develop original research proposals that are appropriately situated in relevant literature (S) or deploy theoretically grounded, holistic and comparative approach to issues explored collectively and independently (A)
	    ○ Authoritative voice and citational praxis indicating readiness to begin the shift from student to scholar.
		Direct	Fall 2022 / Spring 2023

Educational Goal 3:

Effective social science research skills and practices: Students collect, filter, contextualize, and analyze data ethically through the use of quantitative, ethnographic and other qualitative methodologies.

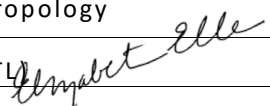| Description of Assessment Method(s):	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?

1. Random sample of term projects and exams from intro and advanced research methods (qualitative, quantitative, sociological, anthropological):
 	
SA 255 Introduction to Social Research
SA 257 Understanding Quantitative Research in Sociology and Anthropology
SA 355 Quantitative Methods
SA 356 Ethnography and Qualitative Methods
SA 495 Project Mapping Seminar
SA 499 Honours Essay
 	
2. From the above courses: instructor reflections, average exam scores noted (not being used as metric in this assessment), instructor group discussion, and collaborative summary report of findings facilitated by the EGC.
 	
3. Short student surveys at two points in each methods class assessing: 1. student confidence interpreting data, 2. Content question testing abilitiy to select relevant methodological instruments, and 3. Open-ended question reflecting on ethical and political issues.
	• In relevant assignments, students demonstrate:
	    ○ Sophisticated ability to formulate significant research questions (A)
	    ○ Sensitivity to political and ethical issues conducting primary research
	    ○ Ability to experiment with and design sociological and anthropological methods and forms of knowledge production through student-led research projects
	
	• In student surveys, students report:
	    ○ confidence designing methods and conducting research in response to a self-directed research question.
	    ○ Sensitivity to political and ethical issues involved in conducting research
		Both	Summer 2024 / Fall 2024 / Spring 2025

6) How do you plan on sharing your findings within your unit?

- Summary reports by EGC to be presented in department meetings in Spring 2023, Spring 2024, Spring 2025
- Summary reports posted to Faculty portal for reference / future Action Plan

7) Assessment Timeline

Next External Review: Spring 2026

OFFICE OF THE
VICE-PROVOST, LEARNING & TEACHING

MEMORANDUM

ATTENTION:	Wendy Chan, Director, Department of Sociology and Anthropology
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching (for SCUTL)
RE:	Sociology and Anthropology Mid-cycle Educational Goals Assessment
DATE:	March 20, 2023

The Senate Committee for University Teaching and Learning has recently been charged with providing feedback to units in their mid-cycle assessment of Educational Goals (EGs). We note that during the current External Review cycle, you have committed to curriculum planning and embarked on important work to develop online and blended courses, in part to increase flexibility for students. This is important work and you are to be commended on it. Changes in the curriculum have an impact on the assessment of EGs, so we thought it important to acknowledge that context.

Your 2019 Action Plan was ambitious, and clearly demonstrated excellent work developing EGs for all your programs, with thoughtful scaffolding of your different expectations for minors, majors, and graduate students. You identified courses that mapped to the EGs and expected that your instructors would complete reports on their courses that would then be collated into a larger report about program-level assessments. Although this work was very strong, it lacked the focus we encourage units to make regarding a smaller number of defined areas of interest as you work on improving your program. The main reason to have that focus was identified in your mid-cycle update—to make the work associated with EG assessment more manageable, as well as ensuring that the work has a clear outcome that is useful to you.

With that background, we commend Sociology and Anthropology for revising your plan, streamlining the work and focussing on fewer EGs that you will assess between now and your next External Review. This is an approach that often provides useful information as you continue your efforts towards improving your programs. We especially commend that you have identified the combination of courses, instructors, and assignments to assess. Given your interest in focussing on direct evidence, it may be useful for you to consider ways to leverage existing assignments within courses for your work; at the moment it's not clear what your evaluations will within courses will entail.

Thank you for your thoughtful and collegial approach to this work. We'll take this opportunity to remind you that you might visit SFU's dedicated educational goals website to help you with next steps, and given that you've expressed interest in performing an exit survey, we encourage you to reach out to LEAP, the Learning Experiences Assessment and Planning group in the AVP-LT portfolio (email them at: leap@sfu.ca). There are staff on the team with expertise in EG assessment and survey analysis, and they are here to help you.